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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Reasonable Assurance

THE most fascinating present study of world achievement is trans-ocean aviation for freight and passenger service. Colonel Charles A. Lindbergh has demonstrated basal sense and vast horizon in writing on this subject.

His first insistence is that no one should attempt any adventure in ocean flight who does not first of all have reasonable assurance of safety in every respect.

Absolute safety can never be prophesied on land or sea, with nature or human nature. Any talk of absolute safety in anything, anywhere, at any time is proof of an immature and unbalanced mind, of imbecility or insanity in the offing. Whoever pretends to guarantee absolute safety is a fool or a freak.

Reasonable assurance of safety is not only possible but is attainable in anything, anywhere, at any time, when demonstration has supplanted experimentation.

Nowhere is this distinction quite so much needed as in education. To span the ocean is mere child's play as compared with spanning the life of a child from six to sixteen.

Education is aviation. It is flying from childhood to young manhood and womanhood with freaky social air above and all sorts of risks below, with human nature gambling all the time with nature.

Whoever claims an absolutely safe way for a child to rise from infancy to childhood, to fly from childhood to boyhood or girlhood, to land safely in the adolescence field is a fraud or a freak.

There is nothing in the school that is absolute protection against the temptation of out-of-school boyhood and girlhood; nothing in the church that can give a Sunday guarantee of absolute safety through the next six days to any youth; nothing in the family that can give absolute assurance that it has protected its boys and girls from vicious emotional malaria that may sweep into their comradeship outside the family.

No one has any right to pretend to have a love of home, church or country who is not helping home, school and church to provide reasonable assurance of safety for all children and youth.

Confidence at Flood and Ebb Tide

LOU GEHRIG, the second base ball wonder, says that the St. Louis Cardinals failed badly in the first two World series games of 1928 because of over-confidence, failed as badly in the next two games because of absolute lack of confidence.

Confidence in anything and everything is an asset only when it is balanced. Too much heart action is as fatal as too little heart action, and too high a blood pressure is as alarming as too low a blood pressure.

In education too much boasting or too much boosting is as bad as too little of either; too great expectation is as dangerous as too little expectation.

Never make a financial investment that promises too much. Make your capital safe and you can always have an income, but too big a promised dividend is liable to jeopardize the capital.

Tone down and tone up to a safe level is as vital in other things as in a World series on the diamond.

Babe Ruth's three home runs in the final game of the World Series of 1928 was the most spectacular feature that has ever been experienced on the diamond. Babe Ruth has a thrill of achievement never before developed in baseball.

1920 and 1492

THE year 1920 is to the industrial, social, civic and educational New World what 1492 was to the Old World.

Fourteen ninety-two, and that half century which was then culminating, discovered more than America. It discovered the art of printing, discovered the heavens, discovered the Arabic notation, discovered the English language.

Nineteen twenty discovered the South, and in doing so discovered an America which had existed only in theory for a hundred years.

The World War was a result and not a cause. The World War resulted from the fact that 1920 had already been conceived and was throbbing in the work of civilization and there was only one nation in all the world that realized that everything existent would be jeopardized unless there could be a still-born 1920.

Germany was that one nation that had been thinking, developing the art of thinking, living for the future and not for the past. Germany was justified in thinking that her philosophy, science, and industrial arts had produced leaders who could prevent the birth of 1920.

It was a terrible deliverance and not a Caesarean birth, but 1920 was born, and the world is repeating the experience of 1492 and the half-century revelations that were then culminating.

It is the creation of 1920 and the revelations since which will make the meeting of the National Education Association in the South in the closing year of the decade signify much to the South, more to the North and most of all to civilization.

It was no human wisdom that unanimously elected a classroom teacher of the South to be president of the National Education Association and created a program of achievement for the meeting in the Northwest in 1928; that unanimously elected a New York State city superintendent in Boston—of all places—to be president of the Department of Superintendence of the National Education Association and make a program for the Cleveland meeting in the first half of the closing year of the 1920 decade; that unanimously elected to the presidency of the National Education Association a president of a State Teachers College who has been superintendent of the one state that has never been of the North or of the South, to make a program for a meeting to be held in the Atlantic South in the last half of the closing year of the 1920 decade.

There has never been such a combination of influences, which no one could have foreseen, as those which began with the election of Cornelia S. Adair in Seattle in July, 1927, and which will culminate in the program in Atlanta in 1929.

The big five American cities loom large in the estimated population of the census officials: New York, 6,017,500; Chicago, 3,157,400; Philadelphia, 2,064,200; Detroit, 1,378,000; Cleveland, 1,010,300.

A Notable Departure

PRESIDENT LAMKIN has planned one of the most vital departures introduced in the proceedings of the National Education Association in recent years. His wide administrative experience led him to see how impossible it has been to have the Association function under the constitutional requirements and begin the meetings on Monday. It makes Sunday and the Fourth of July useless in any significant way, and makes the business session a complex of tragedy and comedy.

President Lamkin and the officials at headquarters have arranged for the first general session to be held on Friday evening, June 28, and Saturday will be a very full and forceful day. Sunday will be in the heart of the session, and the professional zeal at white-heat, and will be worshipful and not merely a getting-ready affair.

This will enable all business to be conducted with decent decorum before the delegates are packing up to leave.

The meeting will close with a thrilling patriotic session on the Fourth of July, instead of a fade-away performance. The Atlanta meeting will be famous in many ways, and it is glorious to think of the meeting with a real American atmosphere.

American Public Schools

[Seventh Article]

By A. E. WINSHIP

OPPORTUNITY without responsibility is fatal. Opportunity must come first, but responsibility for the use of opportunity is absolutely necessary or opportunity will run wild. It is as dangerous as to leave a high-powered car on a crowded street without setting the brake.

Responsibility for achievement of universally extended opportunity in high schools was absolutely necessary.

When the importance of universal opportunity was sold to the public there was no limit to what the created public sentiment would do for the public high schools. High school plants were built by vote of public bonds with ease. Plants costing one or two million dollars were every-day affairs, and those costing three or four million dollars were not rare.

By the close of the nineteenth century public sentiment demanded that all children should have an opportunity for all kinds of extended education. There were elaborate high school plants in various sections of large cities with Commercial High Schools, Industrial High Schools, Trade High Schools for girls as well as for boys; high schools for salesmanship and for anything else that the restless age needed to have young people know how to do. High schools must prepare students for Harvard, Yale and Princeton, for Institutes of Technology, for any Liberal Arts College or State University; for dental colleges, commercial colleges, and for all sorts of skilled labor in industrial, commercial, and semi-professional employment.

Whatever job or position any youth sought from that of a taxi-driver up and down the line the first question asked was "Have you a high school education?" This necessitated expert preparation for everything in some high school or opportunity special school in every city.

The consolidated school and the township high school carry extension educational opportunities to every child everywhere, and adult education must provide opportunity for those who neglected opportunities in their youth.

Half a century ago it was manual training that was required, which merely meant learning to do by doing. Forty years ago it was sloyd, which meant making something useful. Thirty years ago it was arts and crafts, which would cultivate a taste for the beautiful; twenty years ago high schools were required to prepare for some profitable employment. Ten years ago there must be expert guidance, which assured the high school graduates a paying job.

In the meantime the public was told that a high school graduate could earn a lot more than an eighth-grade graduate. This was all very attractive, and filled the high schools beyond the limit.

Now there must be an accounting. The labor market is oversupplied. If a high school graduate gets a job and takes the place of an adult it is regarded as a calamity. If a high school graduate is idle there is a suspicion that the devil may find something for skilful idle hands to do, and there is a liability that extra educational skill may be used to the detriment of the public.

Conditions are liable to jeopardize public sentiment without which voters will be lacking in emergencies. It is no longer a theory that confronts us.

The schools must go before the voters with *achievements that pay one hundred per cent.* Nothing will win the votes that merely promises something by and by. Achievement is as indispensable in education today as public support of a stock on exchange.

A Legend

By ROSE OSBORNE

There has come to my mind a legend, a thing I had half forgot,
And whether I read it or dreamed it—ah! well, it matters not;
It is said that in Heaven at twilight a great bell softly swings,
And man may listen and hearken to the wondrous music that rings.
If he put from his heart's inner chamber all the passion, pain, and strife,
Heartache, and weary longing that throb in the pulse of life—
If he thrust from his soul all hatred, all thoughts of wicked things—
He can hear in the holy twilight how the bell of the angel rings.
And I think there lies in this legend if we open our eyes to see,
Somewhat of an inner meaning, my friend, to you and to me.
Let us look in our hearts and question can pure thoughts enter in
To a soul if it be already the dwelling of thoughts of sin?
So then, let us ponder a little—let us look in our hearts and see
If the twilight bell of the angels could ring for us—you and me.

Belding's Page

YOUTH'S TWO CUDGELS

YOUNGSTERS of our day hold in their hands two smashing arguments. Not only do these arguments convince the youngsters themselves, they even prevail over most of the grown folks. "Nobody does this," is one weapon of debate. "Everybody does that," is the other.

Close questioning of a boy or girl who employs the "nobody" argument usually reveals that "only a few," or "a lot of guys that don't count," are actually doing what, for the sake of some desired end, was said to be done by "nobody."

The "nobody" cudgel is often wielded to crush some parental numskull who has presumed to offer a suggestion in the name of common sense, economy or an earlier social code. Such scorn as goes with that "nobody"!

"Everybody," on the other hand, is the knock-down instrument used with remarkable success in obtaining concessions from the elders. "Everybody has better clothes than I do" is an exaggeration which has caused many a family to run into debt, many a mother to wear herself out with toil and worry.

Bill comes home from school and announces he is going to the movies. No? Well, he'd like to know why not, when all the other fellows are going. Meanwhile Frank and Dick and Fred and Hal and Junior are working the same line with devastating effect in their respective homes.

It is futile to answer the "everybody" citation by pointing out the vulgarity of following the pack. Youth can't see it. To be different from the assumed mode, the pattern of their little group, is worse than death. It is extinction.

The best refutation is to get down to facts. A few discreet inquiries over the telephone may reveal an unsuspected similarity of reaction in other homes.

The truth is that "nobody" means the non-elect and "everybody" means the elect. But both words are utilized to get what one wants when one wants it. In extreme cases, "nobody" means everybody and "everybody" means nobody.

AGAINST SKYLARKING

IF you would trace the history of social customs and conventions and the evolution of womanhood, dig up the rulebooks of successive generations of students in a carefully conducted college like Mt. Holyoke.

Latest reports from that college are to the effect that an injunction has been put upon "skylarking." That is to say, no undergraduate may go riding in an airplane without parental consent.

How long will this rule last before it is swept away by the improved stability of aircraft? Or will there be continuing moral hazards requiring continuance of the rule? None can tell. It is a safe guess, however, that this rule will, one of these days, become humorous.

WHY IS A CRANK?

LET us consider together the teacher who is a "perfect crank." You will admit that there are such teachers. No one has ever told you that you are one and we may hope you are not. Still, you should look into the possibility of it. You know how eager people are nowadays to discover whether they have halitosis without knowing it. Every teacher should make sure whether she is a "perfect crank." One does not wish to be a "trillium."

Physical weariness has much to do with making cranks. Sour dispositions play a part in it. Impatience with the low standards and mental dumbness of pupils is another cause of those harsh words which pass for crankiness.

Careful self-analysis is desirable at this point. If you are a crank you ought to know it.

Do not think your case is hopeless if you decide you are one. It takes all sorts of folks to make a world, and all sorts of teachers to make a school. There may be room for a few cranks. They don't belong down in the lower grades, where all the instruction should be given by those who love children. But in the upper grades, let us say in high school, an occasional cranky teacher can perform yeoman service.

Perhaps the quality which is needed here and there along the school journey is strictness, rather than crossness. Children will respect a teacher who is strict. They may even grow to have a certain fondness for her. She is likely to evoke from some of them their very best efforts. Some one is needed to do the hard work of holding pupils down to precise thought and expression. The teacher who does this may have the title of "crank" bestowed behind her back, without actually deserving it. But she may be blessed in later life as the one teacher who made her students use their brains to the limit, thereby discovering what brains are for.

If you are a crank by nature or habit, try to substitute kindly criticism for sarcasm. Inject into your work all the sympathy and understanding you can muster. Keep yourself in the best of physical trim so that you may have control of yourself and your class. You probably have in you the makings of a first-rate teacher.

Anson W. Belding

Associate Editor.

Is There an Antidote for Jazz?

(Discussion Continued from October 22)

MARGARET LOWRY
Kansas City, Mo.

IS THERE an antidote for jazz? The answer to this question seems almost as obvious as the answer to the question, is there an antidote for darkness? We banish darkness simply by letting in the light, and we do not feel it necessary to examine the character and quality of the darkness and discuss its possible effect.

Then why spend valuable time bemoaning the ill effects of jazz that might be used to demonstrate the benefits of good music? One of the first lessons of salesmanship is that a product is sold on its merits and not on the demerits of its competitor, and this is as true of music as of merchandise. But some educators must have little faith in the power of good music, they are so unwilling to let it speak for itself.

Music is a language to be learned only by constant use and association. We do not expect the street urchin who comes to us speaking the jargon of the slums to develop a perfect command and appreciation of pure English in a month, but if we are good teachers we do not set him down to the rules of grammar as an introduction. Rather do we acquaint him with models of interesting, vivid or beautiful thought perfectly expressed. As one educator says: "The old pedagogy saw on one side the child as a passive receptacle, and on the other side a subject, like geography or mathematics, waiting to be learned, and so seeing the situation, proceeded to pour the subject, willy-nilly, into the child. If he resisted he was punished; if he failed to assimilate it he was accounted stupid. The question now is why the child should wish to know geography and what practical interest in the child's life can be appealed to in the endeavor to have him desire to know geography. Modern pedagogy starts not with the subject but with the child."

Much of the difficulty in the present situation lies in our failure to meet the student on his own ground. If we look with forbidding scorn on all he has to bring us why should we expect him to be interested in what we have to give him? The teacher who starts her music class by berating jazz builds between herself and unexperienced students a wall which it is al most impossible to destroy.

Regardless of personal opinion, we must remember that even authorities differ on the possibilities of jazz. At least the battle waged on the subject is a healthy sign, for agitation is always better than apathy. On one side we find Paul Whiteman hailing jazz as "the folk music of the machine age," while on the other Ernest Newman, the English critic, admonishes it to "keep its dirty paws off its betters." The discussion may wax warm and we as spectators may find it interesting, but it is not within our province or power to settle the dispute.

In the meantime why should we not seek to use anything of value which may come from an interest in jazz? A harmony teacher recently remarked that jazz orchestras had brought to her classes an entirely new type of student. Drawn there by the urge to know harmony which might be used in jazz the student often discovered that Wagner or Tschaikowsky could write "meaner" chords than Gershwin and that Beethoven and Schumann knew more rhythmic tricks than Irving Berlin.

The tremendous growth of fine school orchestras has undoubtedly been aided by the interest in jazz orchestras. Many a boy who enters the school orchestra as a saxophone player turns, through the inspiration of a teacher, to clarinet or bassoon and emerges eventually a first-class symphony performer.

Our task as educators is clear before us. It is not to wage war against jazz but to give students so much experience in good music that they can develop a proper viewpoint and balanced judgment for themselves.

The crying need at present is a greater belief as teachers in the power of good music and a broader understanding of youth. Children are very much alike wherever you find them. If one group of 100 junior high school boys after a year in a music class selected a Bach Chorale as their favorite song, this same development of musical taste, is possible with any average group. The National High School orchestra, which played in Chicago at the Music Supervisors National Conference, offered conclusive proof of the interest which can be developed in good music. Most of the players had worked and sacrificed to earn the money for the trip to Chicago, and during the week of rehearsal their ability and untiring effort won the praise of such conductors as Stock and Damrosch. This wonderful enthusiasm and energy was not inspired by the newest fox-trot or the Rhapsody in Blue, but by the New World Symphony and the Rienzi Overture.

If we are finding our way of music education beset with obstacles we must look to our own limitations as teachers for the cause. Youth and good music know no limitations. But if we make music in the schools a "dry as dust" subject instead of a

thing of living beauty we are doomed to failure from the start. The antidote for all the ills of jazz is ready to our hands. Our task is to use it wisely.

M. G. CLARK
Superintendent, Sioux City, Iowa

A STUDY of the development of civilization reveals the fact that humanity thinks, acts and progresses in waves of emotion. As sane and conservative thinkers we naturally reason that such progress should be steady, step by step, up the heights of knowledge and experience. History reveals to us, however, that pure, cold thinking and reasoning has never carried humanity very far in any line of achievement. *Reasoning must be emotionalized before it begets action.* The question at issue becomes: "Shall the principle guide the emotion and therefore control the action or shall an aroused emotion act unhampered by its guiding principle?"

It would seem that the masses of people are in some way so attuned and affected by each other's emotions that that which affects the mental and emotional life of one carries over to many other individuals of his group. This affected group is large or small dependent upon the median through which the wave travels. Some peculiar form of suicide is heralded throughout the world in front page headlines, and immediately in various parts of the world, like suicides occur. A man performs some deed of charity or of heroism and immediately we hear of like charities or of like heroes. These emotional waves seem to have been more far-reaching since the nerve-climax of the war than during the preceding period of our generation. It would seem that emotive humanity is seeking for means whereby it can give physical expression to frayed nerves, tired minds and unsatisfied souls.

One of the ways through which this nerve tension manifests itself is in the "jazzomania" of the day. Our conservative dictionaries, as yet, do not recognize many of the recently coined words that are in common parlance. But through our emotive experience "jazz," "jazzomania," "jazzomaniac" carry to individuals of our day an understanding and a meaning which does not need dictionary definition.

There is a tendency among some of us to decry the "jazzomania" of the day without taking into consideration that the jazz wave that is passing over us must have an emotional basis, and that back of all our "jazzing," then, is an element of human need and a principle of human truth. Some principle of truth will always be found in every emotional wave. We cannot legislate "jazz" from our "jazz halls" or from our homes or from our dinner hours. We will never return to a saner type of emotional living until the mental life and the nerve control of humanity has established a saner and a more elevating type of musical soul-outering.

This, in turn, can never occur until humanity can overcome its nerve debauch and learn again to sit quietly and think deeply, and see mental visions and understand and enjoy the "stabilities" of God's world. To condemn is not to cure. The cure can only be established by bringing humanity back to an appreciation of those things that possess the true values of life. Syncopation, in itself, in music, or in any other form of human expression, is not an untruth. It is not "a bad." It has its legitimate place in the world's economy. It is possible that it is contributing something to the future of the music of America. We can rest assured that that music will not be jazz. Let us not build an untruth about a truth by making of it "a bad." The "jazz" to which we object is not syncopation. Many of us are listening to beautiful syncopated harmonies, which we appreciate, without realizing that they are classified by musicians as "jazz." We need to begin to discriminate carefully in order that we shall not attack a truth in music or in any action when it is really something else that we wish to criticise.

The writer attended a dinner recently. The best in society was present—social, intellectual, musical, literary, scientific, artistic and economic celebrities of the town. It should have been a brilliant evening—wit, repartee, worthwhile discussion and exchange of thought should have characterized the dinner, but with the serving of the cocktails, the saxophone began its shrills and shrieks, the bassoon its groans and mumblings, the piano became rampant, the drum broke into a prehistoric ribaldry or sensual tom-toming, and all opportunity for conversation, for elevating thought, for inspirational intercourse was destroyed. This was not "jazz" in its better sense, it was not melodic syncopation, but it was "jazz" in all its sensualism, a jazz which carried the civilization of the evening back to the purely physical rhythmic beating of some pre-historic clan.

Is there any antidote for jazz? This antidote can be found only in the setting up of ideals in music, in art and in human living that will appeal to our young people as more worthwhile than the sensualism of tom-toms and the flourishing of hip-pocket bottles—bottles which always flourish most where "jazz" is "jazziest." But from that which is good in "jazz" let us build up ideals that are even better. From that which we can all enjoy in "jazz" let us lead our boys and girls to an understanding of that which is beautiful and understandable, and that appeals to the soul-life of each individual. There are harmonies within us that are inherent from our centuries of education and culture. Let us immerse our schools in such harmonies that our pupils will go out of our schools humming tunes that enrich the souls, in-

stead of howling and capering about our streets and dance halls in a vain endeavor to satisfy their overwrought jazzed nerves because of their lack of emotive guidance.

The antidote of any wrong is to envelop it with an atmosphere made more desirable by the truth and the beautiful and the uplifting. The appeal for that which is the better thing must be made directly to the heart of the individual. Let us not attempt to legislate "jazz" out of existence. Let us not even condemn it, or recognize it as undesirable. Let us, rather, supplant that which is not "a good." Let us make an attempt to present the antidote in such a way that *the truth that is inherent within the heart of the child* and within the hearts of our young people will recognize *the truth of the better way* and will voluntarily choose that better way because of its own appeal.

ADA YORK
San Diego, California

NO, and there doesn't need to be! Possibly, jazz, although it has taken its place among the words of this modern day and generation, has not as yet been clearly defined. If, however, we think of the jazz movement as showing here as Africanized music, there as cubist and futurist paintings, and somewhere else as rather startling forms of statuary and architecture, we recognize that it is an expression of the longing to break away from the fetters of tradition; a challenge, as it were, to the "tyranny of the dead." We are living in the age of youth. Even people who have added many years unto themselves are nevertheless spiritually youthful. Even elderly people express their love of color and no longer are clothed in sombre tones.

Jazz, if we allow that it means this progressive spirit in search of the esthetic, is good for us. To be sure, in many forms it is perniciously crude, but instead of an antidote for jazz, what we want is a refining influence that will transmute the crudities and vulgarities of jazz into a form of beauty that will be permanent.

The development of all of our arts has been a process of leaving behind year after year the old and taking on the new. "Jazz," "jazzomania," and similar words that have come as an outgrowth of the wave of self-expression, when first they appeared, were by many of us ignored; intentionally disregarded; "snubbed," as it were. But by very force of their challenge to the static they have become a permanent part of our vocabulary and the influences that they denote have become a part of our present civilization. We cannot smother a flame that has ignited other fires at the altar of its votaries. What we can do in our schools and in all our educational agencies is to hold fast to whatever of beauty is expressed in this modern way of handling all of our arts, and strive diligently to eliminate the vulgar and the crude.

ADELAIDE S. BAYLOR
Federal Board of Vocational Education, Washington, District of Columbia

DO WE NEED an antidote for jazz? Perhaps so—at least one to offset its excess, for after all, isn't jazz simply a phase of social development carried to the extreme as many phases have been since the beginning of time? It may be a reaction from certain traditional usages of a preceding age, and like all new movements, is not satisfied simply to correct old abuses, but must go farther and create new ones. As a recent sociological writer puts it, "Every age will doubtless lean too heavily on one foot or the other"—that is why we have anarchy and revolution occasionally instead of a steady evolution, and it may be that these apparent retrogressions making the line of march so angular and jagged would look much less so and the whole present a gradual progression if we only had the vision to see it in its entirety rather than in small sections at close range.

It is altogether likely, as some sociologists have indicated, that an unreasonable exercise of authority predominated before jazz became apparent, and it is only an element in the reaction against that dominance and at the same time an accompaniment of the special spirit that has resulted, in part at least, from the rapid-fire working of science and invention.

In my opinion, the best antidote for the ill effects of jazz or the best leavening agent, is a sane, wholesome, intelligent guidance of youth, by the leaders of the institution in which such guidance can best be given—the home. The elders of every household should have a melioristic philosophy which frankly sees situations in the home and among their children as they actually are and deliberately and intelligently sets about to modify them where needed for the proper development of the youth. For the ability to do this, every available resource should be utilized to properly train and guide parents in the acquisition of this philosophy of life. They need large leadership in developing courage and ability to meet undesirable situations skilfully and guide their children through them.

Parents are not born as such. The mere act of begetting children by no means constitutes effective parenthood. It places responsibility, but does not point the way to its successful discharge. Nor has much of our school education up to the present time contributed to effective parenthood. "Parenthood," as one writer put it, "represents the only calling which highly civilized communities allow people to enter without any specific training." Intelligent leadership of youth is needed today, and

this can only be secured by intelligently trained leaders.

The kind of democratic family life where liberty without license exists and where there is a mutual sympathetic understanding between elders themselves and between elders and youth, will prove the most efficacious antidote to any condition that has grown out of the spirit of the times and appears dangerous to society. Such guidance on the part of the elders will lead the young people to hold fast the "good" in the past age and evaluate the trends of the new age. Make better, saner, more wholesome home life for the young people, and the evils of the jazzmania may be eliminated and the whole movement turned to account in doing away with traditions that are harmful to society without substituting equally or even more harmful activities of other kinds.

The Keene Achievement

By A. E. WINSHIP

THE Governor of New Hampshire is an educational statesman of rare quality. He has given the State Teachers College at Keene by far the most beautiful and serviceable physical education building of any State Teachers College or Normal School in the country, and no university has anything lovelier or more serviceable.

The Physical Education Building was not given by the Governor for personal glorification, but because it was greatly needed, and it could not be provided by the state.

The New Hampshire Legislature agreed to make three important needed appropriations. Two of these were for welfare buildings, one for outlaws, and one for children neglected physically and socially. There was an absolute limit to the money that could be made available. To have divided the available funds among the three would have badly served every one of them, and there was enough past behind each of them to make it practically impossible to ignore any one of them.

The Governor appreciated the seriousness of the situation, and ultimately solved all the problems by letting the two welfare institutions have all the money, personally paying for the Physical Education Building.

There was another element in the problem. No state would provide such a building as the State Teachers College at Keene should have. No state would give an architect the free hand that the Governor could give him. There were various factors. The state would not buy the lot most needed because it contained too good a residence to discard. It was nobody's business how much the Governor paid for that lot. It was nobody's business that he bought an adjoining lot and removed the house there and re-made it into a clubhouse for the men.

The original intention was to expend $100,000 on that perfectly wonderful achievement. There is no city in the Granite State that has anything comparable to this from any standpoint, even Dartmouth College, which has had millions devoted to college halls, has no building more artistic, more elegant in any appointments, than this Physical Education Building.

The Governor did not give this building to save money for the state. The state spent every dollar that it had for spending, but it spent every dollar for the health, care and comfort of the neglected children. The Governor built this marvelous building because he could provide teacher students something more satisfactory in every way than could be provided by taxpayers' money, than has been provided for teacher students by the people's money anywhere in the new world or in the old world.

The Keene achievement demonstrates that the Governor of New Hampshire, 1927 and 1928, is the official educational statesman of America.

The surest index of a nation's future is the degree in which its elementary teachers touch and quicken the great masses of its people, and this depends not only upon the school buildings and school equipment, but also and far more fundamentally upon the competence of the teachers and the quality of the teaching. Among the first and foremost problems of a modern democracy, therefore, are the selection and training of its elementary school teachers.

—W. C. Bagley.

A New Philosophy of Education

By DR. WM. A. McKEEVER, Director
Topeka, Kansas, School of Psychology

IV. THE NEW MOTIVE—ACHIEVEMENT

AT THE time when education was first made available for the masses in this country, the common people were struggling for the bare necessities of life. There was no leisure class. Even the so-called comforts were rare, while the luxuries were scarcely known. Getting was therefore the great game of life, and education was of necessity very practical.

It is true that we passed through a classical period in the history of our schools, and for a few generations well-nigh set up a caste system. In an endeavor to imitate the old European and the ancient systems based on superiority of learning, we established for the time being what seemed like a very high degree of intellectualism. But the day of the classics, so-called, is gone and we have recently been brought to a universal, democratic standard of a very different sort. It is the standard of achievement.

The School Lags Behind.—During the present century we have seen a slow change in public sentiment and public policy. We have seen things once regarded as common elevated to a dignity almost classic, and we have seen things once regarded as very select and superior—classic learning, for example—brought down to the level of the commonplace. Thus finally mechanical engineering, commerce work, household economy and the like have been reorganized and refined until they are compatible with music, literature and harmony of living. Also, the person learned in Greek, Latin and other ancient lore does not necessarily possess thereby any superior advantage or rank over the masses, it is now believed.

However, unconsciously the public schools have lagged behind. Possession rather than pursuit is made the dominant note of classroom work. To amass wealth, either in money or in material goods, is still given high rank as the goal of educational endeavor. In support of this statement, witness the fact that schools, and even colleges, list as first among their propaganda and advertising material the well-known statement as to how much more the high school graduate can earn, how much above that the college graduate can earn.

Thus we find the young generation early inducted into the habit of making odious and envious comparisons as to incomes, possessions and riches of different individuals. Achievement, the higher motive of school and educational discipline, is thus buried under the mountain of statistical data about money and wealth.

Now the point of view here urged is that achievement should become the new dominant note of education, while possession should be regarded as a happy and necessary incident of achievement. Under the old order of things much disappointment, unhappiness and even bitter regret must obtain because of the failure of the masses to reach the goal of wealth or large material possessions. However, achievement is within the reach of all, and may be made to contribute its blessings to all. With achievement as the motive of effort, there really may be set up as many kinds of goal as there are classes of individuals. Some thing delightful for every one to do; a happy life-work, in the form of a vocation or an avocation; something that will individualize, personalize, and reflect pleasing credit upon every ordinary pupil; some practical motive of giving to society the finished work of one's hand, or the product of his brain—thus may be suggested in a few phrases the wonderful possibilities of making achievement the dominant motive of the schools of all grades.

Not, what do you have; but what can you give? Not, how much will you finally possess and thus rank yourself higher than the common masses; but how much will you contribute to the good of all, and so add your bit to the sum of human happiness—these questions again signify the ideal of educational method here being urged.

Strange to say we have thought of the motive defined in this chapter as being the right and prerogative of only the university scholar. The graduate student, so-called, has been classified as one who is to be ranked almost wholly on the basis of his achievement rather than his possession. He has been given the right to win honors, praise and satisfaction through what he might accomplish for the good and advancement of society. It can be shown, let us believe, that the trained scholar is a person who today enjoys a high degree of personal satisfaction with his life as he lives it among us.

Achievement carries with it the ideal of permanence, while possession is short-lived. Achievement brings its master durable satisfaction and the possibility of endless growth, while possession must always sooner or later lose its charm if not suffer a complete disillusionment.

The Place of Wealth.—Where, then, is the place of wealth and material possessions in the ordinary economy of complete living? Why, as stated above, is it to be regarded as a sure but ordinary

incident of complete living, your achievement as a motive? Achievement has a motive of learning and discipline, and life will create sufficient wealth as one of its valuable by-products; but wealth does not and cannot carry with it the power to contribute the satisfaction which belongs to achievement.

The idea here in mind, therefore, is that the reorganization of the curricula of our schools of all grades must be of such radical character as to change the very centre of gravity from one ideal to another. What we need, and must have here, is a motive on the basis of which all ordinary learners can win, and can set out at all times with confidence toward the mark of a high calling. As evidence that wealth, or material possession, is an undesirable motive of education, witness the collapse of the thousands of individuals occurring within your knowledge from year to year. "He failed in business"; "He lost all his wealth"; "He has suffered a nervous breakdown on account of loss of his business"; "His death was attributed to a failure in his business which occurred a few months ago." Thus you may gather daily from the pages of news accounts, the tragic story of the colossal failure of our educational institutions, in so far as worthy motive of learning is concerned.

It is true that there is a brief period of life, perhaps less than a score of years in extent, when the ordinary individual seems to find supreme satisfaction in the pursuit of wealth and material possessions. But if you will measure human life in terms of its entire schedule of normal experiences, you will find that the goal of wealth must ever fall in disgrace from lack of endurance. Achievement, on the other hand, may grow richer and grander with the years. It may be multiplied and differentiated into endless forms of practice and satisfying events. It may be made to lead the ordinary individual on toward that high degree of satisfaction which might suitably be designated as the consciousness of eternity.

Not things for their own sake, but for the sake of what can be done with them. Not wealth for its own sake, but for the sake of what it can be made to contribute to the spiritual welfare of its possessor, and the good of common society. Finally, not a game of life which only the few can play at with the hope of winning a prize, but a delightful, dramatic undertaking on the basis of which all may receive a rich reward while contributing as richly to his fellow-men. The wealth which you own and another lacks, is a disappointment to both. The achievement which you attain and the like of which another attains, yields a high degree of satisfaction to both.

Thus, through the new, universally accepted ideal of achievement as the motive of the schools—instead of possession, which is now at least the unconscious motive—we may expect a progressive transformation of human society.

Finally, while the matter cannot be argued at length here, let us consider the almost startling significance of this new centre of gravity of education as a possible deterrent of crime and unsocial behavior among the masses. Let the student argue the matter for himself. As never before in the history of the world the most enlightened nations of the earth are involved in an orgy of crime and monetary greed. The prison population has been increasing during recent years in startling proportions, so that the situation is beginning to stagger the most enlightened mind in its endeavors to find a solution. Is there need of any further indictment of our present educational motive?

Playing the Game

"We can't all play a winning game,
Some one is sure to lose,—
Yet we can play so that our name
No one may dare accuse.
For when the Master Referee
Scores against our name,
It won't be whether we've won or lost,
But how we've played the game.

"It is better to lose with a conscience clear
Than win by a trick unfair;
It is better to fail and know you've been—
Whatever the prize was—square,
Than to claim the joy of the far-off goal
And the cheer of the standers-by,
And to know down deep in your inmost soul—
A cheat you must live and die.

"The prize seems fair when the fight is on,
But unless it is truly won,
You will hate the thing when the crowds are gone,
For it stands for a false deed done.
And it's better you never should reach your goal
Than ever success to buy
At a price of knowing down in your soul
That your glory is all a lie."

Schoolhouses or Jails

By NIXON WATERMAN

Oh, harken, you men who would bring true prosperity!
And harken, you women, who'd aid in the plan!
Let us fashion our work in the deepest sincerity
And build us our Nation as strong as we can.
Oh, may we have learning, abundant and beautiful,
That reason and justice may ever prevail;
Let us lay our foundations in truth irrefutable,—
The larger the schoolhouse, the smaller the jail.

In the youth of our land lies the bright hope of bettering
The race and the Nation; let childhood be free
From every estate that is dwarfing or fettering;
'Tis the bend of the twig gives the slant to the tree.
May our girls and our boys, while their lives are so shapable,
Glad health and true happiness ever inhale,
While we hold in our thought this one truth inescapable,—
The larger the schoolhouse, the smaller the jail.

While young, innocent minds for the light are inquiring,
Let us fill their surroundings with goodness and grace;
May we ever, with prayer and with purpose untiring,
Build dreams that shine in the heart and the face.
So shall youth be made glad, and the years of maturity
Be rounded with wealth, nor shall error prevail
If through learning we strengthen our bond of security;—
The larger the schoolhouse, the smaller the jail.

Importance of Community Surveys

By J. RALPH IRONS
Principal, Evansville, Indiana

IT HAS been said, "that the dominant interests of the teaching profession in our country come and go in waves." Thirty years ago the professional interest, as reflected in educational discussions, concerned itself largely with methods of teaching. Beginning about 1910 and culminating ten or twelve years later, the *measurement* of educational processes and products had the focus of attention. And now, it is the *materials* of education that constitute the major field of concentration.

Dr. Briggs states in his discussion of "Curriculum Problems," that the curriculum is the fundamental problem of education today. The educators of the country seem agreed as to the importance of a scientific selection of the materials of instruction. However, education in America still suffers from confusion of material usage and purposes. Justified in our faith in schooling as an instrument of democracy, we have cared more for the spread of education than for its fitness for specific ends in the communities that we represent. We have been interested in the quantity rather than quality. Not even in vocational schools do we know exactly what we want. This confusion has been largely due to the social and economic changes in American life that have been forced upon us by scientific inventions, scientific research, and scientific methods of procedure. The compulsory education laws have also played no little part in these changes. There are now in the United States about 700,000 pupils doing seventh and eighth grade work in the junior high schools, and more than 4,000,000 boys and girls doing high school work above the eighth grade, including 300,000 in private schools. These 4,000,000 boys and girls are from homes representing all walks of life. They are not the old selective high school type of 1890. They represent all of the complexities of modern life.

Native intelligence, biological inheritance and the home influence have been studied with varying degrees of intensity for the past fifteen or twenty years. Objective tests have caused much discussion of the inequalities in intelligence. Intelligence tests are being used as a basis for pupil guidance, and the entire work of the school is being studied in the light of results from intelligence and achievement measures.

Many educators have suggested that in addition to tests of intelligence and achievement we should have measures of other factors influencing the conduct of, and the success or failure of, the pupil in the school. Cecile White Flemming, psychologist, Horace Mann School, Teachers College, Columbia University, also states that "such factors as emotional stability, emotional attitudes and character traits are known to have a powerful influence in the school life of the pupil, as well as the later life of the individual."

Therefore, inspired by the work of certain educational investigators interested in the background of the child, and desirous of introducing an effective educational guidance program, the following community survey was made by the faculty of the Francis Joseph Reitz High School. The survey was made during the fall term of 1927-1928. It was conducted by the English department, and the questions were answered by 423 students. Such questions as the following were asked: In what State were you born? Are both parents living? Were your parents born in this country? Is your father a college graduate? Is your father a high school graduate? Is your mother a college graduate? Is your mother a high school graduate? Do your parents help you with your school work? Is English the only language used in your home? Do you live in an apartment, a two-family house or a single? How many servants are employed in your home? How many automobiles are owned by your entire family? Do you have a car for your personal use? How much money are you allowed to spend a week? Do you have regular employment for pay outside of school hours? Are you required to help with household duties or to work at home? Do you help to pay your living expenses in any way? Shall you be obliged to earn your living without help after you have finished school or college? In any case do you think it necessary to know how to earn your own living? What profession do you expect to follow? What features of your high school course do you consider helpful in preparation for your life work? What in your high school course has given you most difficulty? Do you expect to go to college? What do you read for your own pleasure? About how many books are there in your home? How do you spend your leisure time? At what hour do you usually go to bed? Do you dance late? What nights? How often do you listen to the radio and how late? What school clubs do you take part in and how much time do these clubs require? What organization outside of school are you a member of?

The students were not required to sign their papers and consequently their answers were honest in most cases. The survey gave us a picture of the social and economic background of the high school student body. It was found that only thirty-one out of the 856 parents mentioned had a college education. Over one-third of the parents are railroaders. A great number work in the furniture, and iron and steel factories.

Outside of a small number of country people,

the remainder represented the commercial shops, stores, the various professions and small industries. Also only 105 of the 856 parents were high school graduates. A foreign language was frequently used in 132 homes. 182 of the students have to do outside work to help pay their living expenses. The students spend on an average of two dollars a week. This includes lunches, extra-classroom expenses, and week-end shows. One half of the students signified a desire to go to college.

Improved extra-classroom and educational guidance programs were the resultant of the survey. The members of the faculty became more interested in the pupils' traits and vocational expectations. In fact the whole social, athletic, and club activities of the school were given more time and thought by the teachers. Forty well planned assemblies were held during the year. The parents were always urged to attend these programs. 1,878 student and parental conferences were conducted by the school's educational advisory committee; 2,560 library books were used by 19,981 students and friends of the school; 1,438 different people attended the student social functions; 5,645 citizens of the community paid admissions to the evening performances that were given by the school and open to the public; $6,424 was collected the past year at the athletic stadium and auditorium gates.

The survey encouraged us to introduce next year (in addition to our printing, woodwork and machine shop courses) a Saturday morning course in drafting and machine shop mathematics for the benefit of factory apprentices in the community. Thus the Reitz High School through different surveys has discovered many community needs. These discoveries are of great help to us in our attempt to determine what should be included in a curriculum that would benefit all of the students that enter the halls of the school.

"Who Hath a Book"

By WILIAM D. NESBIT

Who hath a book
Has friends at hand,
And gold and gear
At his command.

And rich estates,
If he but look,
Are held by him
Who hath a book.

Who hath a book
Has but to read
And he may be
A king, indeed.

His kingdom is
His inglenook.
All this is his
Who hath a book.

—Selected.

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If you had the time, you could work out the lessons to include these records. But we assume that you haven't, so here are the lessons too. Twenty of them (which may be subdivided into thirty or forty if desired), cleverly devised for ever-increasing interest, enough for a whole year's varied pleasure in music. The booklet of lessons contains annotations on all principal selections. Order from any Victor dealer, or from us. Or let us tell you more about them.

Here are sample lessons

Mother Goose Party (20212). Children recognize the Mother Goose characters and raise hands when they discover them.

Memory Melody Cradle Song (Schubert) (20079). Show pictures of 'cello. See chart. Tell the difference between violin and 'cello. See back of chart.

Gavotte-Mignon (Thomas) (20443). Mignon is a story of a little girl stolen by gypsies. When she is grown, she goes to a village where a musical entertainment is being given, and there she finds that her father is a nobleman.

The gavotte is an old French peasant dance.

Class may raise hands when loud flute tone is heard.

The Educational Department

VICTOR TALKING MACHINE CO.
CAMDEN, NEW JERSEY, U. S. A.

False Standards

By ELMER HOLBECK
Principal, Passaic, N. J.

THE average public today think wrongly in regard to real achievement. In our enthusiasm for entertainment, for selfish gratification and in our zest to acclaim that which satisfies the majority, we have become uncritical to the extent of failing to appreciate real greatness and real achievement.

Baseball players, actors, pugilists, are acclaimed and eulogized by an undiscriminating public. Page after page is devoted to their accomplishments by the ever willing newspapers. If there is anything in the saying, "Tell me what a man reads and I'll tell you what kind of a man he is," we can hardly fail to discover what standards people have set up in their minds, or what their thoughts are regarding life in general as we see them eagerly devouring pages of the tabloid newspaper.

The lust for entertaining news reported in picture form, whether inaccurate or not, whether of good taste or not, or elevating, seems to satisfy the millions who read those papers daily. The public has created standards to include hero worship of those who excel in a physical way.

The whole procedure seems to be an indictment of our educational scheme in America. Teachers and textbook writers have too long neglected to portray what constitutes real accomplishments and achievements and what constitutes permanent contribution. The real heroes of the land have not been given their just due! A movie actor dies and his name is blazoned across the horizon of public thought. He is lauded and eulogized to the utmost. On the other hand, health heroes, men of invention and science die, and the amount of space given them in the newspapers is almost negligible. For example, how many well-read people know the name of the man who recently died performing X-ray experiments on himself in order to advance the science of X-ray treatment? How many know of Dr. Lazear, Dr. Ricketts, who gave their lives in their studies to control disease; of Pasteur, Trudeau, Reed, Carrol, Gorgas and a host of others?

New standards should be created in the minds of boys and girls regarding the proper place of men and women whose real deeds have been a blessing to mankind. We should teach them to respect, to revere and to appreciate what these men have done to alleviate suffering and to bring comfort and joy to life. They should know what these heroes have done to advance civilization and to carry progress forward. This can never be done, however, unless we place the proper emphasis on these matters in our textbooks. Right teaching and better journalism will do considerable to set the world right. The real heroes of science, medicine, inventions, music and education should not only receive public acclamation and approval for what they do in their own quiet, constructive way, but they should go down in history as the ones who have made real and lasting achievements to society and to mankind.

How to Appreciate a Picture

By HELEN PARKER
Art Institute, Chicago

THE main thing we are concerned with in the matter of pictures is to enjoy them and, if possible, to be aware of a reason for enjoying them. This is the essence of appreciation of pictures. Also we like to be able to express what we think or feel about a picture.

Here are a few points to keep in mind and (in a picture appreciation class) to bring before the pupils.

What do you think the artist is trying to express in his picture? To realize that in every case it is to *depict beauty* in one of its phases, and the infinite sources of beauty to which the artist can go, is to accomplish something fundamental in picture appreciation. Beauty in landscape, in sea, in mountain, people, animals, buildings and streets, in objects and still life—in everything in which the artist has had the eye to see beauty—may be discovered.

When you have realized that the same world of beauty is open to you, and that the pictures are doors leading into it, you have a treasure that nothing can take away. To bring the children to see this is to carry them far toward participation in the joys of the beauty to be found in life.

After thus studying the subject matter, the next point is to discover the purely aesthetic pleasure to be found in a picture. This pleasure is usually conveyed by the artist in his composition, his beauty of line and his use of color—choice of color, as well as beautifully harmonized or contrasted color.

Composition involves several elements and is an important feature of a picture. The artist's

composition is his arrangement in his picture of different areas of light and dark color; of emphasis upon certain parts of the picture; of keeping the picture as a whole balanced in effect, and maintaining a feeling of unity in it—singleness of interest. All this is implied in the artist's composition.

Beauty of *line*, for its own sake, and its function in the picture as a whole, is another essential to the artist in his painting. The way lines emphasize or suggest the composition of a painting, and often serve to bind together various masses, or lead the eye from one part to another, thereby achieving unity of idea and composition, are but a few of the considerations. Line in itself has numerous emotional effects upon the beholder, through the grace of a delicate curve, the strength of a vertical, the sturdy quality of a horizontal, or the innumerable combinations of lines. There is also beauty in the stroke itself, with its varying degrees of masterful thickness or sinuous fineness.

Color is another of the chief sources of beauty in painting, as seen in originals or good color reproductions. From the point of view of truthfulness to nature comes the first stumbling block. One will say that he has never seen such color—blue shadows on trees—a violet hue on an arm in shadow. In that case the answer is easy—Turner's famous reply: "Don't you wish you could?" Then the student may go forth and hunt such color for himself. The artist's eyes are trained to see color in a way that the uninitiated cannot. The color is there. To the one who seeks it and finds it the world will be that much brighter to live in.

Then, in pictures, there is the balance of color; proportion in the use of color, and the effect of one color upon another, as well as the effect of light and atmosphere.

Real appreciation of pictures—real love of them—means possessing them. They should be in the schoolroom and in the home. Schoolroom pictures should be large enough to be seen clearly across the hall or classroom. The school walls, with their great spaces, demand pictures of size, smaller ones would be lost in effect.

In this day of excellent color reproductions of great paintings, both classic and modern, it is possible for every school to have at least one fine picture, for the delight of pupils and teachers. Once a school has made the start in owning pictures, it will continue to increase its collection.

As a sky that has no constellations,
As a country unwatered by brooks,
As a house that is empty of kindred,
Unilluminated by loving looks,
So dull is the life of the people
Who know not the blessings of books.

—Fenelon.

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Setting a High Standard

By MRS. MINNIE B. BRADFORD
Sacramento, California

GOOD citizenship like good government depends upon the co-operation of thoughtful people. The National Congress of Parents and Teachers is fundamentally equipped to promote good citizenship. It represents the home through the parents, it is in a position to instill into the minds and hearts of children a devotion and loyalty to the family group, the child's first experience with group service. Habits of self-control, health, obedience, kindness, respect for the rights and property of others are essentially built first in home relationship. Later, the school, with its new and larger group, has the possibility of developing self-reliance, sportsmanship, and reliability.

The teachers and parents by co-operation may help set standards for citizenship, and by example and sympathy be worthy types to follow.

The National Congress of Parents and Teachers itself exemplifies what a citizen should be: Democratic, tolerant, and devoted to humanity's welfare; building for health and service, for better homes, schools and communities; loyal to ideals; and efficient in weaving into practical life the co-operation necessary for exalted citizenship.

School Problems

Edited by a School Executive

Steer clear of assumptions in education

This is the age of scientific inquiry.

182. It seems to be the fashion just now to go up and down the country telling how little you got out of college. What do you think of that for propaganda? (New York.)

I don't think much of it, and I usually doubt the speaker's sincerity or memory. Sometimes it is one and sometimes the other.

Most of us who went to college a long time ago can't see back through the years very clearly, and I doubt if we have a very good picture of exactly what college did for us, of how bad we were when we entered college or of how terrible we might have been now if we had never gone to college. You see very few of us can get far enough away from ourselves to get a proper perspective. As I watch the youth going into college and coming out at the end of four years, and then see the others who work out in the world those same four years, I don't feel as upset as I might. As you say, that kind of ranting is "fashionable" just now. Some of us got a lot more out of college than we are giving the college credit for.

Then we have a certain type of educational advertiser who thinks he can't sell the new without slandering the old. I heard one of these not long ago. He has the right idea about basing his college on the talents of his students, and the needs of today's living and tomorrow's power, but he failed to pay tribute to the public elementary school which has been trying to put that theory into practice for twenty-five years. You see he was selling his college and himself.

A third group talking in this strain just now is a few successful professional and business men who feel superior to educators. They will always tell us how to run the schools from kindergarten to college, and we need to listen because we frequently get some good suggestions from them, even if most of their ideas are wild and they get a great satisfaction out of calling attention to the fact that their success is not due to the college; that they are eminently successful in spite of the college. Their success has therefore to be checked to another source, you see.

The college must meet the needs of life and leadership and the best colleges are changing to do it. Not very fast in places, but changing nevertheless, and in view of the increased number entering college every year we need not worry over the fellow who when asked: "What did you get out of college?" answers "Nothing!" Just think how sad he would have been if he hadn't gone, and remember he usually has something to sell. He isn't doing the college much harm. Nobody falls for him a hundred per cent.

183. What do you consider the primary aim of music in the public schools? (Oregon.)

Appreciation. That is the major objective in teaching music to all children, that through knowledge and use they may understand and enjoy.

With this in mind all records should be carefully explained. There should be no guessing. The interpretation should be enthusiastically inspired and most carefully guided.

Books should be illustrated and songs should be storied whenever possible. I went into a classroom not long ago to hear the music supervisor say to the pupils: "Perhaps I had better tell you the story of this song first." That woman knows her business. Under her leadership children are getting a background with their music that adds much to the understanding and joy of not only child music but of later adult experience.

184. How far are we relating the child's education to his daily experience? (Washington, D. C.)

That is, of course, one of the fundamental checks of all progressive schools, the relation of school work to daily life, and in our best schools pupil and teacher are common investigators. "Not knowledge or information but self-realization is the goal," as Dewey puts it.

How far are we making it? In our best schools we are going a long way, almost as far as we should. Right here I hear some one say: "As far as we should? Why shouldn't we go the whole way?" For the simple reason that just as soon as we forget that school at its best is an artificial, man-made situation, we become ridiculous. It isn't real life. The artificial set-up makes a perfect relation to child's outside experience impossible, but we should go as far as we can in reason and balance. In the majority of schools we still have a long way to go. We are still book-bound. In many places we have an unbalanced classical hangover. Our teachers are not trained to guide, to lead in self-realization. The material set-up of most public schools permits of little individual work. The large class is another handicap.

In spite of all this public schools have accepted the principle, and everyday we are planning our school work more on life experience as we know it, and that last phrase is very important. There is no last word on this thing. We are all seeking, feeling our way as we go.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Which

How sadly mankind misunderstands its destiny. A certain man gains wealth and spends part of it housing his body in a mansion of stone; his fingers touch only costly plate; he moves himself about in a beautiful machine; he serves his body as though it were his king, waiting on it, feeding it the choicest things, grooming it with the tenderest care, guarding it against storm and sun, his thoughts ministering to its wants like servants hired in a marketplace.

He does all this because it is his body that he presents to the eyes of the world as himself. He labels it with his name and is satisfied if the world claps its hands when it passes by. How very different may the spirit of that man be sitting, sad-eyed and destitute, behind the lovely mask that the man has made for himself out of earthly things!

All about us spirits are passing to and fro behind their masks. Happy, wonderful spirits go about their helpful work behind the most common kind of masks; unhappy spirits often wear the rich man's mask with its gold and diamonds shining in the sun. Strangely enough each mask is of its owner's making. He cannot buy his mask in any market in the world. He must wear what he fashions and he surely fashions what he wears.

The following little poem presents the same idea in a little different dress. What matters it whether we call the body a mask or a stepping stone if we understand that it merely serves the purposes of the vast spirit that dwells within it?

Isn't it strange that princes and kings
And clowns that caper in sawdust rings
And common folks like you and me
Are builders of eternity?
To each is given a bag of tools,
A shapeless mass and a book of rules;
And each must make, ere life is flown,
A stumbling-block or a steppingstone.

Anon.

Ali Bada, the Little Thief
Part I

Ali Bada was a thief, there was no doubt about that. When he came around people watched him and shook their heads. If anything disappeared in the deep sand about the camp, the word went up that Ali Bada had taken it. Many times the word was true and many, many times it was a lie. Ali Bada was just fourteen. He was rosy-cheeked and strong. He was a fleet runner who could skim over the sand dunes like a swift gull, scarcely leaving a track behind him. He could ride a horse better than any other boy. He had a merry laugh and quick hand to help the needy, but he was a thief, and all these other qualities did not weigh in his favor against that terrible charge.

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One day Ali Bada found honey in the cracks of the rocks a mile above the camp. He called other boys about him and made plans to obtain the honey. After all the plans were made, Ali Bada alone was brave enough to cover his face with his head cloth, and endure the stings of the insects while he gathered the honey into a gourd with his bare hands. He gathered seven gourds of the honey, but when the camp was reached there were but five. Men shook their heads and the whisper went around: "Ali Bada is a thief. See he has his own share in his lap, and he has stolen the other two gourds. It is too bad. He will come to a bad end."

Ali Bada heard the whispers, but he only grinned and ate more earnestly of the honey in his gourd. "Why should I care what they say," he said, "when I did not steal." Ali Bada was happy there in the sun, with black flies creeping with slow, honey-snared legs over his brown face. "If I steal," he went on, "they tell me of it. If I do not steal they tell me of it too. The old men want someone to talk about. See how they look at me. I shall take up my honey gourd and go over and sit on the rock above the camp, before one of them cuffs my ears."

As Ali Bada sat on the rock eating his honey one of the elders followed him. The man was old and bent. His eyes were like a hawk's. They saw things afar off. They saw things other men did not see. Because they glittered so, whispers went around about him also, saying: "El Tizzar sees too much. He has an evil eye. Beware of him."

(To be Continued.)

Ali Bada, the Little Thief
Part II

El Tizzar slowly climbed the rock and sat down beside the boy. "Little one," he said, "listen to the words of a man who has traveled over the sands for so many years that camels have been born and died in the fullness of their time. El Tizzar knows life and beyond it, even into the spirit land." Ali Bada glanced up at the old wrinkled face and smiled. "You have not come to scold me or cuff my ears," he said. "I shall listen to you."

"They say you are a thief," said El Tizzar, "and perhaps the charge is true. Long years ago did I cease saying of my brother, 'Thus he is and thus.' Therefore I care not whether you have stolen or not. My words are for your spirit. This do I say to you, Ali Bada, out of the fullness of love for you and all others whose punishment is in their own hearts for the deeds they do. One day, as I sat apart from the tribe beside my own fire, a figure came and stood before me. It was a beautiful figure of a man with pure, white wings lifted up above his head, each feather in each wing like unto the first beam of the sun of dawn waking the desert into life and light. So tall stood this mighty figure that I leaned back on my elbows to see the head standing even with a drooping palm. As I watched I saw a black figure come walking out over the sands to the being's side. The figure was small, reaching hardly to the being's knees. What think you, Ali Bada, that the black little one did to the being with the wings of dawn?"

"I do not know," said Ali Bada.

El Tizzar peered into the face of the boy and said: "The black being began plucking the feathers from the wings of the being of light. Slowly, very slowly, the hands of the little black one plucked feather on feather from the beautiful wings. My heart sorrowed, for I saw the being of light robbed of his power to fly. I saw him drawn down and held to the earth with the ants and the lizards and the sand snakes and the little black being who had such power over him."

(To be Continued.)

Ali Bada, the Little Thief
Part III

Ali Bada laid his sticky, honey-covered hand on the old man's knee. "If I had such wings," he said, "and another tried to pluck out my feathers, I should cut off his hand."

"Then cut off your own," said El Tizzar, "for the being of light that stood beyond my fire was you, my son, and the little dark one that came across the sand to pluck out the feathers from the beautiful wings, was you, also."

Ali Bada drew back his hand. "How can that be?" he asked.

"The little black one is the Ali Bada who sits here beside me, with black flies crawling on his honey-smeared face," said El Tizzar, "but the great shining one with head even with the palms is the Ali Bada of the spirit land."

El Tizzar said no more, but rose up and went down to the campfires below and seated himself in the shadow of the tent and closed his eyes and slept. Ali Bada sat where he was and looked down on the tents and the rising, wavering columns of dark smoke and seemed to see in his mind's eye the beautiful figure of light about which the old man had spoken.

The next day the tribe moved on into the heat and openness of the wide desert. Seven days they marched only to find at the journey's end that the well they had counted on had gone dry and that they must suffer thirst and perhaps die. Calling the headmen together, the chief said: "Twice daily, at morning and at night, give to each person as much water as covers this pebble that I hold in my palm. If any one steal so much as a drop, let him die at your hands at once."

Ali Bada heard the words. He was thirsty and he stood aside and thought. Eyes followed him. He knew that men watched him lest he steal the precious water of life. As Ali Bada stood thinking, a little girl threw herself down in the hot sand near his feet and wailed. He heard wailing, also, in the tents. He heard mothers weeping and he heard strong men groan. Wetting his dry lips with his tongue, he went out a ways onto the desert and picked up a pebble and hid it in his palm.

(To be Continued.)

Ali Bada, the Little Thief
Part IV

It was evening now and the time for the giving out of water, according to the orders of the chief. Men and women and children stood in a long line and Ali Bada stood with them, close to the end. Before him stood the little girl who had fallen at his feet and wailed. Ali Bada looked down on her dark hair and felt sad. The smile was gone from his face and his lips. He was another Ali Bada than the Ali Bada of yesterday. To one side of the line sat the old man, El Tizzar. Ali Bada beckoned to him, but the old man shook his head. Ali Bada went over and bent down to him and said: "Come, there is water for all of us to the pebble's depth." El Tizzar smiled. "I have gone a long way to this spot," he said. "There are others who are younger who look out on the world with young eyes. I give my share unto them that they may live."

Ali Bada walked back to the line and took his place.

He felt of the pebble in his palm with the finger of his other hand. He smiled. Ali Bada was quick of hand. When he same to the bearer of the cup he took it from him and then held it up to receive the water to the pebble's height. One only saw him take out the pebble of the chief and put in his own. A strong dark arm dashed the cup from his lips, spilling its precious waters on the sand. The pebble within bounded even to the very feet of El Tizzar, tapping once gently against the sole of his thin shoe. El Tizzar picked up the tell-tale stone and rose up quickly. He heard a low cry from the long line and saw Ali Bada fall back onto the white sand with a dagger standing in his chest.

El Tizzar sighed and came near. "Show me the pebble of the chief," he said. A man stooped and unclenched the fingers of the dead boy and drew the pebble from his palm. El Tizzar took the stone and laid it beside the pebble that had fallen from the cup. "Behold," said he, "Ali Bada did not steal. The pebble he placed in the cup was of just half the size of the pebble of the chief."

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EDUCATION IN ACTION

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American college students choose to appear dull. They suffer from an "average complex," in the opinion of Dr. Federico de Onis, who, from the vantage of eleven years' observation in the Spanish department which he heads at Columbia University, following other years at the ancient University of Salamanca, has reached certain rather definite conclusions as to the relative qualities of mind of college students in the United States as compared with those of Europe, more particularly Latin Europe. However smart the American college or university student may be, Dr. de Onis has found, there seems to be an almost universal desire not to appear brilliant, or even different. This "average complex" amounts almost to fear, he believes. There is a prevailing dread of being conspicuous because of intellectual attainments or exceptional qualities, inherent or acquired. Ability to concentrate on a given subject and to accomplish a vast amount of work quickly, as well as a capacity for sticking to a mental job until it is finished, are some of the qualities this Spanish doctor finds as outstanding after dealing with thousands of American students; qualities not too frequently mentioned by American college professors, and not usually listed in the popular estimate of American collegians.

Schools of Chicago To Try the "Talkies"

The "talkies" have applied for jobs as teachers in Chicago public schools and are promised a try-out. As soon as the film producers have their educational speaking films ready, probably in less than two months, a machine will be installed in a classroom to give the new method a test, said Dudley Grant Hays, supervisor of visual instruction of the Chicago Board of Education. Mr. Hays, a pioneer in visual education, said he thought the possibilities for the talking film in the classroom are unbounded.

Millions of Students In Correspondence Study

Somebody in every fifth family in the United States is taking a mail course of some kind. The popularity of correspondence-study courses is such that approximately 29,000,000 people, men and women, are busy writing and studying by mail. Correspondence schools have sprung up all over the country. The largest has had an enrollment of 2,500,000 students. There are others whose enrollments run into hundreds of thousands. Besides the colleges, universities, and schools of prominence which carry correspondence extension work, there are innumerable small ones, many teaching single specialties. The mail-study idea has traveled over the earth, until no country seems to be without students sending lesson papers to institutions in the United States or to foreign branches of American correspondence schools.

Rural Schools Need Improvements

Rural children do not have opportunities equal to those of urban children for high school education. Either a much greater proportion of rural children for various reasons do not obtain any high school training, declares the Bureau of Education, or else high schools for rural children are so inaccessible as to compel many children to forego home life if they wish to secure an education. Disparity between the proportions of urban and rural children attending high school is becoming greater rather than less. It is suggested that if pupils of high school age in rural communities are to have educational opportunities equal to those of urban communities, ameliorative schemes already found to be successful must be encouraged or other reforms perfected in terms of curricular adjustments, teacher training, and reorganization to meet the needs of the small high school.

Long Vacation For Rumanian Pupils

Because of difficulties encountered by the Rumanian Ministry of Education in the application of a new school law, the Rumanian high school boys and girls had a longer summer vacation than the rest of the school children in Europe. During the month of September the Rumanian school authorities discovered that they had far too many scholars. A new educational law, passed last winter for the purpose of improving pedagogical methods and of diverting a large number of youth from the classical schools into professional and trade schools, provided among other things that no class in the high school should contain more than forty scholars. So the Minister of Public Instruction gave very strict instructions to all the high school principals during the summer, to stop enrolling students as soon as the regular number of classes received their legal quota of forty. However, it soon became plain that the quota was too small to take care of all the applicants. Many thousands of young pepole were left out of school, and multitudes of parents were thrown into consternation. They bombarded the Ministry of Education and the newspaper editors with protests and requests, and in consequence the Minister decided to open enough "transitory classes" to provide for those pupils who were left over. So all the Rumanian children who have passed will be permitted to go to high school. It required, however, some time to make the necessary readjustment, and the opening of school was postponed a month. The pupils won both ways; they all found places in school, but they also received an extra month's vacation.

School in War On Disease

The great importance of the school in the crusade against tuberculosis is emphasized by Professor von Brunn in an article in the Deutsche Medizinische Wochenschrift. "The school," he says, "is the only place in which a large group of the entire population can be given preventive and prophylactic treatment. The pupils of all the institutions of learning must be examined by the school physicians and their cases referred, if necessary, to the proper bodies for treatment. The first requisite, of course, is for the school to fulfill all hygienic demands through sensible architectural plans and interior arrangements, cleanliness of classrooms, the support of all beneficial athletic exercises, the creation of open-air schools and the establishment of moderately priced lunches. The special training in the problems of youth is given in association with instruction in widely different subjects, and, in the last year of school, a wider survey is given by means of a course in nature study and the study of mankind. The most important task devolves on the teacher, who must not only furnish a living example to his pupils, but also see that all who become sick are referred to the school physician."

Girls Are Instructed On Home Management

A new home management house for senior girls who are students of vocational education in home economics has just been opened at the State Agricultural College of Colorado at Port Collins, Col. Every state has vocational

training schools and most of them have home management houses. There are eighty-five institutions to train teachers of home economics in the nation, fourteen of them for colored students. In most states the home economics vocational training is given by a land-grant college. The home management house training is to supplement the laboratory work. The practice house gives the student an excellent opportunity to tie up and integrate her laboratory work so that when she goes out to teach home economics she has her knowledge freshly in mind. In Oakland, California, the cottage system of home economics vocational training is aided by cottages in the cotton mill districts which are used as nursery schools for the children of mothers who work in the mills.

Fiji Islands Expand Educational System

Education of the native Fijian race and the East Indian population is one of the major problems of the British government of the Fiji Islands, according to a report by Quincy F. Roberts, Consul in Charge at Suva. The East Indians in the Fiji Islands assert themselves and demand facilities for the education of their children as their social position improves. A beginning in reorganizing the educational system has been made along lines recommended by a commission which made an exhaustive report on the subject. A Director of Education has been appointed for the colony, and the educational system will be reshaped to meet the needs of the resident races therein.

Summer High School Is Public Institution

The summer high school is generally recognized as an integral part of the public school system and the school terms range from four to ten weeks, with an average of six weeks. During 1925-26 there were 392 summer high schools in cities of 2,500 or more population, with 13,291 supervisors, principals, and teachers, and an enrollment of 421,867 pupils. There seems to be a great divergence of practice as to the length of class periods, which range from forty to 180 minutes, according to the nature of the work. A majority of the summer high schools employ members of the regular faculty to teach their classes.

Chinese Women Demand Co-Education

Chinese womanhood has taken a united stand in favor of co-education in the colleges. The National Government's educational conference regards the idea as a shocking departure from old custom. The Amalgamated Committee for Women's Rights, however, launched boldly forth with a declaration stating that in education, as in all other things, there should be equality between men and women. "The purpose of the introduction of co-education in China," the committee's announcement read, "is to afford better educational facilities to women and to place their standard of education on a higher basis. The system has been in vogue several years, and young men and young women have lived on terms of equality."

Physical Education In Nation's Schools

State directors of physical education are now employed by fifteen states, which include about half the population of the country. The time devoted to physical activities has been extended in many schools by the provision of supervised after-school play periods, and while the ideal minimum of two hours of out-of-door activity for every child is seldom attained, so far as school supervision is concerned, it has been more nearly approximated. There are more and larger playgrounds, and in the new buildings, gymnasiums are not only included, but are better planned and located than in previous years. Swimming pools are not infrequent features of recently built high schools. The emphasis everywhere on games and dances, rather than upon gymnastics, and upon outdoor rather than indoor sports, continues.

McGuffey's Readers Deserved Popularity

Aside from the sentimental interest felt by those who learned one of the three R's from the McGuffey Eclectic Readers, these books are entitled to an important place in educational history, because according to statistics more of them have been used than of any other such series, and used for a greater length of time, according to educators, because of their service to youth, not only in the United States, but also in foreign countries. These readers, from the First Reader, which was composed almost entirely of words of one syllable, purposed to mold character by including texts which taught honesty, patriotism, integrity, temperance, industry, politeness and courage. Those who remember the early series of these famous books have a half confused idea of sweet or fiercely moral stories, and may not realize that they were carefully planned or selected with purpose.

Health Measures Improve Pupils

The physical inspection of school children is fast changing from a medical inspection to a health examination, which regards not only their present condition, but their future welfare. The future is looked to also in protective measures against disease, which include vaccinations against smallpox and diphtheria, and promise soon to include scarlet fever. The use of these preventive measures should reduce not only the sick and death rate from these diseases, but the many defects which are left in their train. Medical inspection was begun in Boston in 1894, but it was not until 1915 that this work was handed over to the department of education of that city.

Estonia Recognizes Importance of English

Recognition in Estonia of the growing importance of the English language is shown in a circular issued by the Ministry of Education of Estonia to the school authorities of that country. The Ministry recommends more study of the language in the secondary schools, consents to its introduction in those schools as a first foreign language, and advises that care be taken to include a sufficient number of books in English in the additions to school libraries.

Ingenuity Wins Scholarship

The building of a serviceable bridge across a brook at a boy scout camp earned Louis Darwin Greene of West Springfield, Mass., the first scholarship for "Yankee ingenuity" awarded by Worcester Polytechnic Institute. An extension of the camp was made across a sizeable brook, and to reach the new part it was necessary to tote everything across on the human back. Mr. Greene erected a bridge across the brook with the scouts as laborers and with materials at hand. The result is a rustic structure so substantial that an automobile may pass over it. The scholarship was established by Henry J. Fuller of New York, a graduate of Worcester Tech in the class of 1895. In making the award the committee based their finding on three factors, poverty of material source, practicality of end, and the intuitive nature of the ingenuity.

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AMERICAN TOURIST expenditures this year will be close to $900,000,000, according to Dr. Ray Hall, who compiles the American balance of international payments for the Department of Commerce. A large increase in travel to Canada also is noted. Expenditures by our overseas tourists, Mr. Hall declares, may well be about ten per cent. more in the present calendar year than in 1927.

COMMERCIAL CRIMES cost the business men of America $1,000,000,000 annually, according to Dr. Stephen I. Miller, executive manager of the National Association of Credit Men. Credit frauds alone in the United States amount to $500,000 a year, he asserted. Referring to a "war chest" of $1,400,000 raised by the national association three years ago for a drive on crooks, he declared that since then 545 such crooks have been sent to prison and that fraud cases among bankruptcies had decreased twelve per cent.

WOMAN has been doing her own work for centuries, until the present generation, declares Miss Katherine Fisher, editor of Good Housekeeping Institute. "Today, however, new mechanical devices have removed her creative function in housekeeping, to a large extent," she asserts. "At the same time these devices have taken much of the drudgery out of housework. The problem today is one of home-making rather than of housekeeping."

FOODSTUFFS preserved annually in the United States reach the staggering total of 8,000,000,000 cans, according to the Department of Commerce. This does not include meats. Of the latter the annual pack is given as worth $40,213,213. The value of evaporated milk is placed at $103,859,355; corn $51,346,305; peas $42,887,057. The total value, including that of meats, is given as $1,249,917,049.

VOTING MACHINES have steadily become more popular during the past thirty years. The past few years have seen a very marked increase in the number used, particularly this year. Installation of more machines in various states from coast to coast will allow approximately one-sixth of those who will cast their ballots on November 6 to do so on voting machines. For the first time all the voting in New York City this year will be done by machine.

TELEPHONE USERS in the United States, since the extension of radio and ocean cable connections, can talk with 25,000,000 people, which number will be increased this fall by Canada's transcontinental lines and next summer by lines to South America.

TOTAL RESOURCES of American banks on June 30 last exceeded $28,500,000,000, according to E. A. Onthank, of Fitchburg, Mass., president of the national bank division of the American Bankers' Association. "In the abstract this is a staggering sum, but when one considers the breadth of its distribution and the very large percentage of our nation's trade and commerce which is financed thereby, the total does not seem unduly large," he said.

CHINESE GIRL in America has the following choices in matrimony, according to Professor R. D. McKenzie of Washington University, St. Louis: To marry a China-born boy and scare him to death with Yankee style; to marry an American boy in violation of the biological law; to marry a white man and ostracize her children; to remain an old maid; to go to China and starve, or to commit suicide. Loyalty of the 76,000 Oriental citizens to the United States, the country of their birth, is beyond dispute, he says, but adjustment to American cultural conditions often brings serious problems.

FORMER KAISER Wilhelm will be seventy years old next January 27, and already great festivities are being planned for the occasion at Doorn, according to the socialist organ Het B Volk of Amsterdam. Large numbers of Germans are expected to visit Doorn. All available hotel accommodations were understood to be under reservation.

The BOOK TABLE

BOYS AND GIRLS OF COLONIAL TIMES. By Sarah Elizabeth Mulliken. Illustrated by Harold Sichel. Cloth. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

We often call attention to the tendency today to tell the history and often the geography of the world by artistic children's stories, which is a vital phase of the schools of today. There are many times as many skilful and delightful writers for children in this way as there ever were in early days, and a hundred times as many children read such stories today as ever did in those days. The reading of boys and girls is universal today and the schools offer many times as many books of this class as they did a third of a century ago.

All this makes it worth while for people who can write well to write for children, especially for school children, and this delightful book of valuable information has prompted us to refer to the present-day advantage in this regard.

AMERICA IN THE MAKING. By Charles E. Chadsey, University of Illinois; Louis Weinberg, College of the City of New York; Chester F. Miller, superintendent, Saginaw, Michigan.

Volume II. Founding the Nation.

Volume III. Growth of the Nation.

Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

Nothing is more unsatisfactory today than the attempt to write a history that is satisfactory. "America in the Making," being the latest important school history to be written, tries to avoid the rocks and shoals of the earlier books, and they have succeeded to a large extent. No history slides over thin ice more skilfully than does the work of Chadsey, Weinberg and Miller. Never has an American school history quite as skilfully told the story of America's clash with Great Britain, respecting historic truthfulness, but doing it so artistically that no Englishman in the United States can or will object to his skill, studying this account of the Colonies from 1765 to 1775.

These authors have tried with the same cleverness to tell the story of the conflict of the North and South, and it will be highly interesting to see if this book will be in general use in the South. There is certainly no statement of fact regarding the political clash from 1850 to 1860, or of the clash of arms from 1861 to 1865 to which any objection can be raised.

Personally and professionally we think it would be better history if reference to the war, its causes and the cleaning up of the remains of the war were reduced more than is done even in these two books. We think the time has come to have an American History that can be studied in Massachusetts and South Carolina, in Pennsylvania and Louisiana with equal enthusiasm. We fear that time has not arrived. Northern States can return the cannon and flags captured in 1863, why not send back to the South every ugly word written and why should not the South send back to the North every bitter word written about the years following the war?

A SOCIOLOGICAL PHILOSOPHY OF EDUCATION. By Ross L. Finney, Ph.D., University of Minnesota. The Modern Teachers Series. William C. Bagley, editor. Cloth. 563 pages. New York: The Macmillan Company.

As we look forward into the education of tomorrow from the experiences of yesterday and day before yesterday—sixty years of rather active professional life—we think "A Sociological Philosophy of Education," by Dr. Ross L. Finney of the University of Minnesota, is as sane and satisfying a view of psychology for a school administrator to read as has been written in the last eight years.

We think it should be read with care by everyone who is trying to teach the science of education. Sociological psychology is indispensable to educational statesmanship though individualist psychology can be eminently serviceable in educational salesmanship, which is the popular designation of the art of teaching.

Dr. Ross L. Finney has created a school administrator's handbook which is invaluable for any one who has been saturated with the individualistic psychology upon which subject methods of the professionalists have been developed.

There is no liability that individualistic psychology will be seriously disturbed, but it certainly needs the flexibility of thinking and practicing which can but result from a careful reading of this masterpiece which Professor Finney has produced.

AMERICAN ARTS. By Rilla Evelyn Jackman, Syracuse University. Cloth. 460 Halftones from Photographs and several Line Drawings. New York, Chicago, San Francisco: Rand McNally and Company.

This book is in a class by itself. Nowhere else is there in any book for school use the presentation of 460 works of art. Each of these halftones taken from photographs of the works of art, are in thirty-two chapters, classified in The Arts and Industries, Painting, Sculpture and Architecture.

Each artist is given a vivid and vital personality by giving his race and nationality, his training, his struggles and triumphs. There is an adequate treatment of American aspirants for recognition.

The author's major is teaching, though appreciation of art has been the author's passion, so that the student is both fascinated by art and by knowing and loving artists and their productions.

"American Arts" will appeal not only to those who are interested in art, but to all readers. It includes such interesting subjects of art as glassware and ceramics, with unusually good illustrations.

Books Received

"The Will to Work." By Charles L. Robbins.—"By the Roadside." By F. Dunn and E. Troxell. Evanston, Illinois: Row, Peterson and Company.

"A Quart of Moonlight." By James W. Sherman.—"The Mill on the Floss." By George Eliot. Boston: Little, Brown and Company.

"Education for World-Citizenship." By William G. Carr. Stanford University, California: Stanford University Press.

"College or Kindergarten?" By Max McConn. New York: New Republic, Inc.

"Silent and Oral Reading." By Clarence R. Stone. Boston: Houghton Mifflin Company.

"Map Exercises, Syllabus, and Notebook in Medieval and Modern European History." By M. Bishop and E. Robinson. Boston: Ginn and Company.

"Fairy Folk." By M. M. Swain.—"Story Games." Smedley and Olsen Series. Chicago: Hall and McCreary Company.

"American Political Parties and Presidential Elections." By Stanley J. Folmesbee.—"Workbook and Study Outline for Problems of American Democracy." By Raymond R. Ammarell. Philadelphia: McKinley Publishing Company.

"Aptitude Testing." By Clark L. Hull. — "Directed History Study." Book One. By Charles C. Scheck and M. Althea Orton. Yonkers-on-Hudson, New York: World Book Company.

"A Guide to Literature for Children." By Walter Taylor Field.—"Business Practice Exercises" to accompany Brewer and Hurlbut's "Elements of Business Training." By Harold E. Cowan and Harold W. Loker. Boston: Ginn and Company.

"Castle Wonderful." By Johanna Spyri. "The Story of Steady and Sure." By C. J. Hamilton. New York: Thomas Y. Crowell Company.

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GRINS BETWEEN GRINDS

She Called It "Sershi"

A small girl won a doll as a prize, and when asked what she intended to call it, said: "Sershi."

The child explained that she had got the idea from the song, " 'I'm going a-milking, sir,' she said.

Even As You Or I

When Noah sailed the waters blue
He had his troubles, same as you.
For forty days he drove the Ark
Before he found a place to park.

Easily

"Son, now that you are out of college, do you think you can stand alone?"

"I surely can, father; how about fifty or so?"

Gratitude!

"Are you the man who saved my boy from drowning when he fell off the dock?"

"Yes."

"Well, where's his cap?"

In Reserve

Teacher—"Now, Willie, if James gave you a dog and David gave you a dog, how many dogs would you have?"

Willie—"Four."

Teacher—"Now, dear, think hard. Would you have four if James and David each gave you one?"

Willie—"Yep. You see, I got two dogs at home now."

A Complete Surprise

Customer (as jeweler does up purchase)—"Surprise for my wife, you know."

Jeweler—"Er-yes, sir—quite. She was in yesterday and looked at something much more expensive."

The Modern Way

The Daughter—"Dad, I want some money for my trousseau."

Her Father—"But, my dear child, I didn't even know you were engaged."

"Good heavens, father! Don't you ever read the papers?"

Seeing Europe

Various are the ways by means of which European countries make impressions on the minds of Americans traveling therein. After returning home from a trip to Europe a woman was asked by a friend: "Did you go to Italy?"

"Let me think." Then turning to her daughter she said: "Did we go to Italy, dear?"

"Why, yes, Mama. It was in Italy that we bought those lovely silk stockings."

Coming!

Father—"Where is Bobby? I want to see him!"

Mother—"I wish you would just talk to him seriously. He has been flying about all the afternoon—to America and back, I think, and tea is just ready."—London Strand.

The Bride's Hymn

Can-opener, 'tis of thee,
Friend in emergency,
Of thee we sing.
When burnt brown is the steak,
And sinks the ten-pound cake,
You save a tummy ache,
Oh, kitchen king!

Presto! Chango!

New Englander—"How do you like our climate?"

Stranger—"This one, or the one a few minutes ago?"

He Sure Can

Teacher—"Has anyone a question to ask?"

Bright Boy—"Yes, sir. Can a short-sighted man have a far-away look in his eyes?"

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Common Sense About Health

By Dr. James Frederick Rogers,
United States Bureau of Education

Prosecution of our attack by known means on ill health and defectiveness would be facilitated if the relationship between physical condition and mental activity could be made more evident. This relationship is apparently not evident, except at the extremes of defectiveness.

A child with the worst vision in the school, with what is usually called poor posture and far underweight, victim of nervous disturbances, subject to bronchitis every winter, and later developing tuberculosis, following an accident which damaged his digestive organs for life, nevertheless always stood at the top of his class and is, after middle-age, at the head of his profession.

The machinery for fine mental work was there and, though housed in a ramshackle tenement, functioned apparently unhampered by either general or special defectiveness. There was, however, little surplus energy above that required for his daily work, and had he attempted a profession in which normal vision or average physical energy was essential, he would have found himself on a flat tire and would have fallen short of his mental possibilities and his ambitions. Yet by no known tests would he have been found wanting at any period of his career as to intelligence or educational achievement.

Twenty-four out of fifty-four health habit authorities in a recent survey advise the school child, regardless of age, size, activity, season, indoor or outdoor climate, clothing or any other condition, to drink "a quart or more" of water daily. Apparently these hygienists were not aware that water taken in excess acts as a poison, or they would have been more explicit as regards the "more." We are too explicit with regard to some health practices and too vague with regard to others.

In classroom procedures we have unfortunately been guilty of classifying and labeling the child in ways which were unfair and discouraging, and we have even set up for the guidance of parents a model to be sought which is both impossible and disheartening. Such a child (even if correctly pictured) cannot possibly be produced to order, much less modified to fit such requirements after his birth. We are sometimes too dreadfully scientific and not sufficiently human. We are not dealing with a paragon, and it is our business to make the most of the child as we have him.

Liberation of the child as far as possible from the trammels which interfere with the full exercise of all his faculties for the enjoyment and work of life, thus affording him the freedom of doing what he desires to do, and of getting where he wishes to go, within the limits imposed by that powerful tyrant, heredity, is the aim of those who battle for better child health.

The Best Educated River

By Edwin D. Mead, Boston

The recent graphic article in the Boston Transcript on a River of Colleges brings out impressively the notable significance of the great bodies of scholars and students compacted on the banks of the Charles River in Cambridge and Boston. Harvard University, Boston University and the Institute of Technology constitute an academic group whose nearest counterpart is in the universities of Oxford and London on the Thames. But Oxford and London are seventy miles apart, while our Charles River institutions are beside each other.

Charles River, however, is not our chief New England river of colleges. That is the Connecticut. Indeed, it is doubtful whether there is in the world another river on whose banks are located, in the course of two hundred miles, so many colleges and higher institutions of learning as on the Connecticut.

Highest up and most important is Dartmouth College at Hanover. Directly opposite Hanover, on the Vermont side of the river, is Norwich University, the famous military school. Entering Massachusetts, we come immediately to the large and important seminaries at Northfield and Mount Hermon. Then comes the remarkable group of colleges which includes Amherst College, the Masachusetts Agricultural College, Smith College and Mount Holyoke. There are two colleges at Springfield. At Hartford is Trinity College, besides the important Hartford Theological Seminary. At Middletown is Wesleyan University, the most famous if not now the largest of our Methodist colleges; and there, too, until recently has been the Berkeley Divinity School, now removed to New Haven. Yale University itself, at New Haven, is in the Connecticut Valley, and at so short a distance from the historic river that no great violence would be done to propriety if we included it in our list. Moreover it must be remembered that Yale is older than its name, and the college when founded and for its first fifteen years was located on the banks of the Connecticut, at its very mouth, at Saybrook.

Besides all the famous colleges, there are on the Connecticut, as many will recall, many important academies and secondary schools of various sorts, such as Kimball Academy at Meriden, N. H., Vermont Academy at Saxton's River, the famous old academies at Deerfield and Hadley, and Williston Academy at Easthampton. Altogether this group of important schools and colleges cannot be paralleled elsewhere. It is not too much to say that the Connecticut is the best educated river in the world.

Meetings To Be Held

NOVEMBER

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

5: Wisconsin Association of Mathematics Teachers, Miss Root, Racine High School, Racine, Wis.; Milwaukee, Wis.

5: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Durham, North Carolina.

7-9: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

7-9: North Dakota State Education Association, M. E. McCurdy, 11 Magill Block, Fargo; Grand Forks, Minot, Jamestown, North Dakota.

8-9: Kansas State Teachers Association, F. L. Pinet, 315 W. 10th Street, Topeka; Hays, Hutchinson, Fort Scott and Topeka, Kansas.

8-10: Wisconsin Teachers Association, B. E. McCormick, Beaver Building, Madison, Wis.; Milwaukee, Wis.

8-10: Minnesota Educational Association, C. G. Schulz, 919 Pioneer Building, St. Paul, Minnesota; St. Paul, Minn.

8-10: Kansas State Teachers Association, F. L. Pinet, Topeka, Kansas; Topeka, Kansas.

8-10: Arkansas Educational Association, H. L. Lambert, Box 1086, Little Rock, Ark.; Little Rock, Ark.

9-10: Wisconsin Association of Modern Foreign Languages Teachers, Mariels Schirmer, University of Wisconsin, Madison, Wis.; Milwaukee, Wis.

8-10: Arizona Education Association, W. T. Machan, Creighton High School, Phoenix; Phoenix, Arizona.

8-10: Colorado Education Association, W. B. Mooney, 530 Commonwealth Building, Denver; Grand Junction, Pueblo, Denver.

8-10: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines; Des Moines, Iowa.

8-10: Minnesota Education Association, C. G. Schulz, 919 Pioneer Building, St. Paul; Minneapolis, Minnesota.

9: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Greenville, North Carolina.

9-10: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Ithaca, N. Y.

10-11-12-13: New Jersey State Association, President Henry P. Miller, principal, Senior High School, Atlantic City, N. J. Atlantic City, N. J.

10-13: New Jersey State Teachers Association, Charles B. Dyke, R. 304 Stacy-Trent Hotel, Trenton; Atlantic City, New Jersey.

14-16: Arkansas Educational Association, H. L. Lambert, 219 Glover Bldg., Little Rock; Little Rock, Arkansas.

14-17: Missouri State Teachers Association, E. M. Carter, Columbia; Kansas City, Kirksville, Warrensburg, Cape Girardeau, Springfield, Maryville, Rolla, Missouri.

15-16-17: West Virginia State Education Association, Charleston, West Virginia. J. H. Hickman.

14-17: Missouri Council of Teachers of English, Mary A. Woods, State Teachers College, Springfield, Missouri; Kansas City, Missouri.

15: American Association for the Advancement of Agricultural Training, E. H. Shinn, United States Department of Agriculture, Washington, D. C.; Washington, D. C.

15-16: Delaware State Education Association, Robert E. Shilling, Supt., Milford, Newark, Delaware.

15-17: West Virginia State Education Association, H. H. Hickman, Capital City Bank Bldg.., Charleston; Wheeling, West Virginia.

16: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Fayetteville, North Carolina.

20-23: Virginia Education Association, Cornelius J. Healwole, State Capitol, Richmond; Richmond, Virginia.

22-23: Illinois City Superintendents Association, H. B. Black, Mattoon, Ill.; Urbana, Ill.

23-26: South Dakota Educational Association, N. E. Perry Building, Sioux Falls, S. D.; Mitchell, S. D.

24-28: South Dakota Education Association, N. E. Steele, 3 Perry Building, Sioux Falls; Mitchell, S. D.

27-30: Co-operative Educational of Virginia, J. H. Montgomery, State Capitol Building, Richmond, Va.; Richmond, Va.

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